

Domain 1: Planning and Preparation



Component 1a. Demonstrating Knowledge of Content and Pedagogy

Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

Overview. . .

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

For further assistance:

Office of Educator Effectiveness

Arkansas Department of Education

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<http://www.arkansased.gov/>

Components of Domain 1: Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy

1b. Demonstrating Knowledge of Students

1c. Setting Instructional Outcomes

1d. Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

Learning Outcomes:

1a. Demonstrating Knowledge of Content and Pedagogy

- Understand the elements of 1a
- Distinguish the difference in levels of performance
- Review examples of 1a evidence
- Identify my level of performance on 1a
- Create next steps to improve my level of performance in 1a

Understanding 1a: Demonstrating Knowledge of Content and Pedagogy

- Teachers show what they know about the content they teach during implementation of instruction.
- Content is more than facts; it is the structure of concepts within the content and relationships of the discipline to other developmentally appropriate learning.
- A teacher becomes effective by knowing essential learnings and the best strategies for building connections with the content. The ability to resolve misunderstandings is a sign of increased content knowledge.
- Experience adds to this knowledge which builds confidence and capacity for accomplishing student growth.

Elements of 1a

1. Knowledge of content and the structure of the discipline

- ▶ Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.*

*Proficient Level of Performance

Elements of 1a

2. Knowledge of prerequisite relationships

- ▶ Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.*

*Proficient Level of Performance

Elements of 1a

3. Knowledge of content-related pedagogy

- ▶ Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.*

*Proficient Level of Performance

TESS Evidence for 1a

Artifacts (Products of teacher or student work)

- Lesson and Unit Plans
- Instructional Materials and Resources (plans for and results from teacher and student work)
- For summative teachers: Pre-Observation Form

Evidence from Planning Conferences and Conversations

Planning for 1a Evidence

If the teacher's goal is to display solid knowledge of important concepts and how they relate to each other, then

1. How might a teacher prepare to focus on important concepts during instruction?
2. How should a teacher plan for interesting questions related to the content that do not have simple answers?
3. How might reflective documentation lead to your improvement in this area?

Planning for 1a Evidence

If the teacher's goal is to have plans and practice reflect accurate understanding of prerequisite relationships of the concepts, then

1. Should a lesson plan require written prerequisite relationships of the content?
Why?
2. How may a teacher ensure a connection between students' knowledge of prerequisites and new learning?
3. Describe a personal experience with a student's lack of prerequisite knowledge.

Planning for 1a Evidence

If the teacher's goal is to have plans and practice reflect a wide range of effective pedagogical approaches, then

1. Explain an instructional strategy that is unique to the subject(s) you teach.
2. Do you know some typical misconceptions in the subjects you teach?
3. Should a teacher document successful pedagogical approaches? How? When?

Which 1a element does this pre-observation conference evidence address?

“Students first encountered multiplication in November by developing an understanding of the commutative and identity properties of multiplication using objects. This lesson focuses on finding the product, which will reinforce their multiplication skills and lay the foundation to recognize division as an inverse operation. These goals fit within a lot of things in math. It's repeated throughout the year.”

- a. Knowledge of content and the structure of the discipline**
- b. Knowledge of prerequisite relationships**
- c. Knowledge of content-related pedagogy**

Answer is a.

01June16 13

Which 1a element does this pre-observation conference evidence address?

“The students will learn to have this dialogue mentally when they read books to themselves. They will use these skills to analyze and interpret the actions of other characters in the future. The writing will tell me if I need to catch them up and give them the chance to put it in their own words.”

- a. Knowledge of content and the structure of the discipline**
- b. Knowledge of prerequisite relationships**
- c. Knowledge of content-related pedagogy**

Answer is c.

01June16 14

Which 1a element does this pre-observation form evidence address?

“We are building on the previous lesson of naming compounds and writing balanced molecules and formula units. To get further involved with molecules, students have to understand reactions. Students need to understand how to calculate molecules, have a basic understanding of the Periodic Table, and be able to count the number of atoms in a molecule.”

- a. Knowledge of content and the structure of the discipline**
- b. Knowledge of prerequisite relationships**
- c. Knowledge of content-related pedagogy**

Answer is b.

01June16 15

Arkansas TESS has 4 levels of performance. . . .

Distinguished

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

Arkansas TESS has 4 levels of performance. . . .

Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

Arkansas TESS has 4 levels of performance. . . .

Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
Not No Not clear Unaware Does not respond Poor Not congruent	Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary	Consistent High quality Timely Accurate Appropriate Clear Effective High expectations	All students Highly effective Entirely appropriate Adapted for individual students Fully aligned Extensive

This is which level of performance for 1a?

1. The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1a?

2. The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1a?

3. The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1a?

4. The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

- 1) Basic
- 2) Distinguished
- 3) Proficient
- 4) Unsatisfactory

Any surprises?

How is 1a successfully demonstrated?

When reviewing a teacher's lesson plans or during a planning conference, an observer/rater may look for the following:

- Plans for clear explanations of concepts of the content through accurate understanding of that content
- Plans for determining students' existing understanding of the prerequisites for learning
- Plans for addressing confusion or misunderstanding students may have
- Plans for facilitating student engagement with learning

Remember

Target *Proficient* performance because
“Our performance goal is to LIVE in 3...
And vacation in 4.”

Think about it. . .

- After reviewing the Performance Levels for **Component 1a: Demonstrating Knowledge of Content and Pedagogy**, how would you rate on the rubric?
- How could you locate additional resources to validate your knowledge of content and/or content-appropriate pedagogies?
- Have you observed other lessons where student confusion or misunderstanding has not be addressed? What should have happened?
- What pedagogical ideas can you find which would allow you to more effectively match the learning to the learner?

Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson